



A L Corbett Middle

10 A.L. Corbett Circle
Wagener, SC 29164

Grades	6-8 Middle School	
Enrollment	243 Students	
Principal	Dr. Deborah Bass	803-564-1050
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	At-Risk
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Below Average	Below Average
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

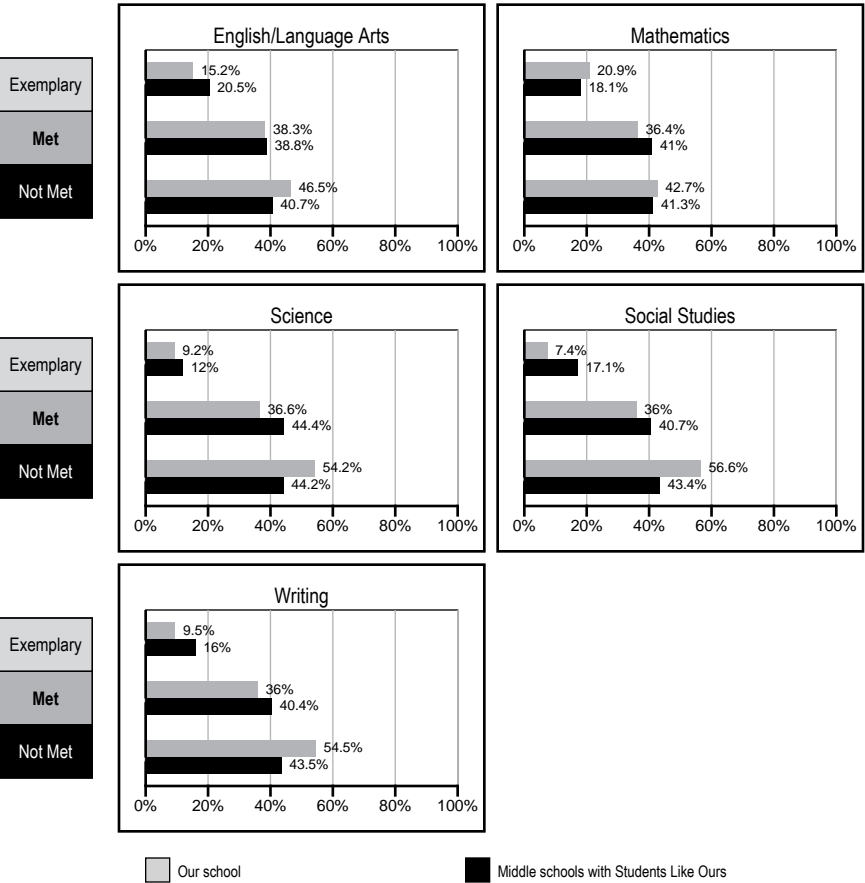
97.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	22	18	4

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	91.3%
English 1	100.0%	89.8%
Physical Science	N/A	92.2%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	91.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=243)				
Students enrolled in high school credit courses (grades 7 & 8)	46.1%	Down from 57.6%	15.6%	21.6%
Retention rate	0.0%	Down from 1.2%	1.8%	1.2%
Attendance rate	95.7%	Down from 96.2%	95.3%	95.9%
Eligible for gifted and talented	9.1%	Down from 10.8%	9.4%	14.8%
With disabilities other than speech	17.0%	Up from 13.9%	15.3%	12.6%
Older than usual for grade	1.2%	Down from 2.4%	4.3%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.6%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	40.0%	Down from 47.8%	56.2%	56.9%
Continuing contract teachers	70.0%	Up from 60.9%	66.2%	72.7%
Teachers with emergency or provisional certificates	10.5%	Up from 10.0%	9.9%	5.3%
Teachers returning from previous year	91.0%	Up from 89.6%	81.3%	82.9%
Teacher attendance rate	95.3%	Up from 95.0%	95.1%	95.2%
Average teacher salary*	\$45,942	Up 4.8%	\$46,065	\$46,599
Professional development days/teacher	19.1 days	Up from 15.6 days	11.0 days	10.8 days
School				
Principal's years at school	10.0	Up from 9.0	3.0	3.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 20.4 to 1	19.2 to 1	20.1 to 1
Prime instructional time	90.1%	Up from 89.4%	89.5%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	75.9%	Down from 83.6%	96.8%	97.8%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$9,456	Up 0.4%	\$8,176	\$7,645
Percent of expenditures for instruction**	61.2%	Down from 64.0%	62.7%	63.4%
Percent of expenditures for teacher salaries**	47.1%	Down from 57.5%	55.2%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The A.L. Corbett Middle School leadership team is delighted to report that the number of students scoring below basic continues to decline while the number of students meeting standard continues to increase. PACT test scores for all grades from past years show that ALCMS students have made progress by increasing the percent of students scoring basic, proficient, and advanced. As the team planned for the current year, goals were set to improve performance, particularly for students receiving subsidized meals and African American students. Plans were developed to emphasize schoolwide reading and remediation in math and ELA based on MAP test results, to increase professional development, and to increase parent involvement.

The universal breakfast program provided a nutritious start for every child daily. Subsequently, each student received instruction in small groups based on data from formative testing. Every teacher engaged in the math and reading initiative at the school. Math and reading teachers planned lessons that targeted students' academic weaknesses as indicated from individual RIT scores. The academic schedule included opportunities for teachers to collaborate and provide additional instructional time to students in mini-classes. Title I, Technical Assistance, and Act 135 funds were used to improve the instructional program by reducing class size and enriching content learning through real-life connections. Participation in grant-funded staff development programs provided field trips for students, technology instruction for teachers, and curriculum development for interdisciplinary planning at each grade level.

Our teacher commitment evolved as we participated in the Center for Excellence: Middle-level Interdisciplinary Strategies for Teaching. This connection supported our structured professional development on designated early release days. Safety nets were developed to support students including a computer lab for remediation, an after school program, an early morning homework center, and tutoring by teachers.

Parent communication was improved: with monthly parent information nights; monthly parent information mornings for each grade level; newsletters from each grade level; monthly newsletters from the school; and various volunteer opportunities. Community awareness was increased by hosting a quarterly meeting of local clergy, meeting monthly with local community leaders, and involving community members in content focused mini-classes called "clubs."

Our challenges continue to be operating in an economically-deprived rural area, attracting and maintaining highly qualified teachers, maintaining adequate funding to implement programs and sustain essential operations, sustaining community and parent involvement, and securing the resources to provide substantial long-term change based on school data and the unique needs of a school located in a high-poverty rural area. However, we are committed to making informed decisions that improve the quality of life in our rural service area.

Respectfully submitted by Deborah Bass, Ph.D., principal and Erria Daniels, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	65	38
Percent satisfied with learning environment	89.5%	69.2%	84.2%
Percent satisfied with social and physical environment	89.5%	52.3%	84.2%
Percent satisfied with school-home relations	57.9%	73.4%	81.6%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 17 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	0.7%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	233	100	48.6	37.2	14.2	60.1	85.7	82.8	Yes	Yes
Gender										
Male	126	100	55.6	32.5	12	51.3	83.2	79.3	N/A	N/A
Female	107	100	40.6	42.6	16.8	70.3	88.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	109	100	38.6	44.6	16.8	71.3	90.8	89.5	Yes	Yes
African American	121	100	57.9	29.8	12.3	50	78.1	73.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.3	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	77.9	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.2	82.5	I/S	I/S
Disability Status										
Disabled	41	100	76.9	12.8	10.3	28.2	51.2	52	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	185	100	56.1	31.2	12.7	53.2	79.5	75.5	No	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	233	100	44	39.4	16.5	68.8	81.6	78.9	Yes	Yes
Gender										
Male	126	100	47.9	38.5	13.7	61.5	80.6	77	N/A	N/A
Female	107	100	39.6	40.6	19.8	77.2	82.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	109	100	35.6	37.6	26.7	76.2	87.6	87.2	Yes	Yes
African American	121	100	51.8	40.4	7.9	62.3	71.7	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.7	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75	79.5	I/S	I/S
Disability Status										
Disabled	41	100	71.8	17.9	10.3	38.5	45.4	45.5	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	185	100	48.6	37.6	13.9	64.2	74.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	154	100	53.1	36.1	10.9	46.9	68.5	67.5
Gender								
Male	83	100	51.3	37.5	11.3	48.8	69.4	67
Female	71	100	55.2	34.3	10.4	44.8	67.6	68
Racial/Ethnic Group								
White	63	100	37.3	49.2	13.6	62.7	78.5	79.5
African American	88	100	63.5	28.2	8.2	36.5	52.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.5	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	61.3	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.2	71.2
Disability Status								
Disabled	30	100	86.2	3.4	10.3	13.8	34.9	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.3	59.6
Socio-Economic Status								
Subsided meals	126	100	60.8	28.3	10.8	39.2	56.9	55.1

Social Studies

All Students	152	100	55.3	35.5	9.2	44.7	69	72.3
Gender								
Male	88	100	62.5	25	12.5	37.5	69.3	71.5
Female	64	100	45.9	49.2	4.9	54.1	68.8	73.2
Racial/Ethnic Group								
White	78	100	47.2	41.7	11.1	52.8	76.5	80.7
African American	73	100	63.2	29.4	7.4	36.8	56.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.5	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	62.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	72.2
Disability Status								
Disabled	27	100	80	8	12	20	40.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.8	67.9
Socio-Economic Status								
Subsided meals	117	100	58.7	33	8.3	41.3	59	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	232	94.8	54.1	36.4	9.6	45.9	71.8	70.2	95.7	95.9
Gender										
Male	124	94.4	65.5	29.1	5.5	34.5	65.9	63.2	95.4	95.7
Female	108	95.4	41.4	44.4	14.1	58.6	78.1	77.5	96.2	96
Racial/Ethnic Group										
White	106	97.2	43.4	41.4	15.2	56.6	78.3	79.1	95	95.8
African American	123	93.5	63	32.4	4.6	37	61.4	57.6	96.3	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84	86.2	96	97.7
Hispanic	2	I/S	I/S	I/S	I/S	I/S	65.9	62.6	98.3	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	60.9	68.7	99.9	96
Disability Status										
Disabled	41	80.5	N/AV	N/AV	N/AV	3.2	23	26.1	96.3	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	95
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	64.9	61.2	N/A	96.4
Socio-Economic Status										
Subsidized meals	183	94	62.8	30.5	6.7	37.2	61.4	58.9	95.5	95.2

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	87	100	48.1	39.2	12.7	51.9
	7	76	100	52.1	31.5	16.4	47.9
	8	70	100	45.5	40.9	13.6	54.5
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	87	100	41.8	40.5	17.7	58.2
	7	76	100	46.6	39.7	13.7	53.4
	8	70	100	43.9	37.9	18.2	56.1
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	45	100	59.5	35.7	4.8	40.5
	7	75	100	43.1	44.4	12.5	56.9
	8	34	100	66.7	18.2	15.2	33.3
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	42	100	45.9	51.4	2.7	54.1
	7	74	100	60.6	26.8	12.7	39.4
	8	36	100	54.5	36.4	9.1	45.5
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	87	96.6	62.8	30.8	6.4	37.2
	7	76	90.8	49.3	40.3	10.4	50.7
	8	69	97.1	48.4	39.1	12.5	51.6

Abbreviations for Missing Data

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